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ABSTRACT

These lessons were designed to help the trainer agent give aides the background in food and nutrition they will need for their work with low-income families. The 15 basic lessons provide aides with the necessary information to begin the job of helping families improve their diets. During the initial training period, training agents need time to establish effective working relationships with aides as good communications can be vital to the success of the program. Lessons can and should be adapted to train voluntary leaders. Aides must have a broad perspective on food and nutrition before they can begin to do their job. Aides and leaders who complete the basic training course should be recognized. A certificate gives them something that is a tangible sign of achievement. (CK)

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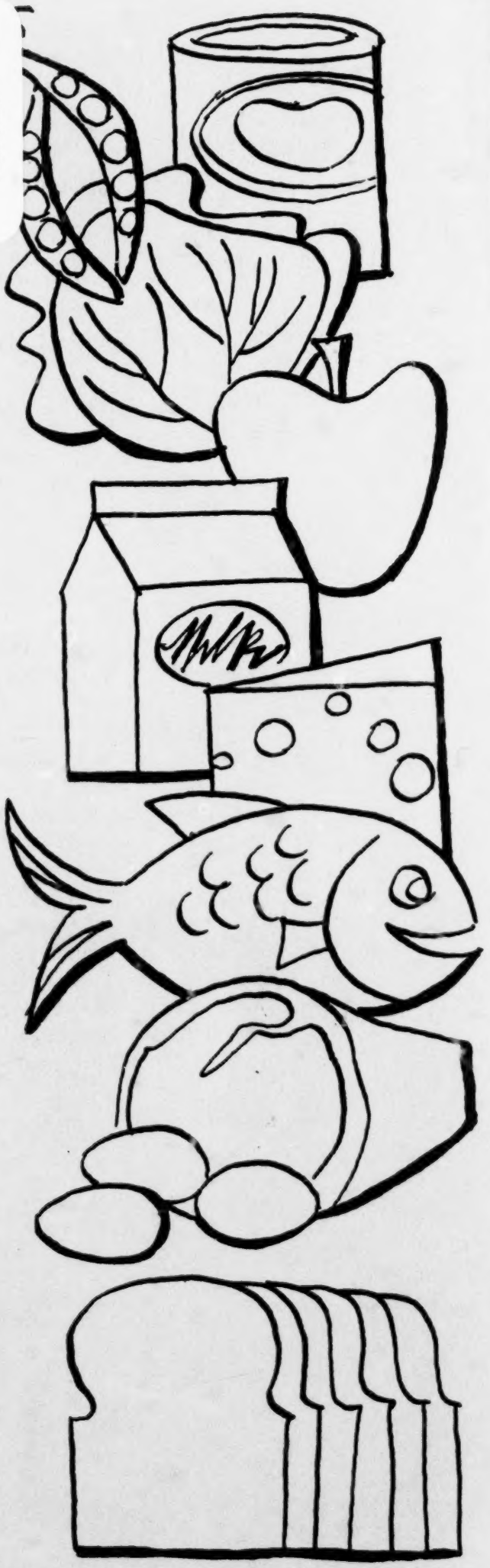
FOOD and NUTRITION... basic lessons for training extension aides



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FOOD AND NUTRITION...
basic lessons for training extension aides

Purpose of the lessons

These lessons were designed to help the trainer agent give aides the background in food and nutrition they will need for their work with low-income families.

In Extension's Food and Nutrition Education Program, trainer agents provide this background information to aides as part of the initial three weeks' training. After the aides start working with families, agents need to provide one half-day of training each week. At the weekly meetings, additional lessons are presented to help aides with the problems they encounter.

Volunteer leaders working with low-income youth and adults can also benefit from this training. Aides and volunteer leaders often work on the same type of program.

Scope of the lessons

Each lesson has a specific purpose. The 15 basic lessons provide aides with the information they need to begin the important job of helping families improve their diets. This initial training can also stimulate aides and leaders to want more information.

Lesson 1: Food Makes The Difference

Food's relationship to health and its meaning to people.

Lesson 2: Daily Food Guide

Daily Food Guide and how to use it.

Lesson 3: Key Nutrients

Important nutrients and their sources.

Lesson 4: Foods Contain Different Amounts of Nutrients

Foods and the variation in the amounts of nutrients they contain.

Lesson 5: How Your Body Uses Food

Use of food in the body related to energy, growth, maintenance and repair of body cells.

Lesson 6: Food Needs Throughout Life

Amounts of nutrients needed vary according to age, activity, body size and stage of growth.

Lesson 7: Feeding Young Children

Relation of nutrition to child growth and development.

Lesson 8: Plan Meals To Meet Family Food Needs

Use of Daily Food Guide in planning meals and snacks.

Lesson 9: Get More For The Food Dollar

Wise food selection, use of a shopping list, and ways of keeping records of food costs.

Lesson 10: Comparative Food Shopping

Comparison of choices available to food shoppers.

Lesson 11: Preparation of Milk and Milk Products

Basic principles of milk cookery and how to apply them to preparation of milk and cheese dishes.

Lesson 12: Preparation of Vegetables and Fruits

Importance of fruits and vegetables in family meals. Understand and apply principles of vegetables preparation.

Lesson 13: Preparation of Meats

Review the foods that make up the meat group. Learn basic principles of meat cookery.

Lesson 14: Preparation of Breads and Cereals

Identify foods in the bread and cereal group. Understand and apply the principles of bread and cereal cookery.

Lesson 15: How To Take A Twenty-Four Hour Dietary Recall

Meaning and purpose of the 24-hour dietary recall. The technique of taking a recall.

Ideas for supplemental lessons to follow the 15 basic lessons in nutrition are suggested with each lesson plan. These additional lessons increase the knowledge of aides and leaders. It will also be necessary to repeat the basic lessons during the weekly in-service training meeting and apply this information to the problems that aides have identified.

References are suggested for the trainer agent with each lesson. It is essential that these references be assembled before starting the course. References are also suggested for the aides. Plan to order these well in advance.

It is important that the trainer agent be selective in the references she gives to aides. Review contents before giving them to aides. Go over references thoroughly with aides so that they know what is in each one.

Professionally-trained people in related fields may be asked to participate in training meetings. For example, a public health nutritionist would be helpful in the lesson on feeding young children.

Adapting the lessons to your aides

Just as it takes time for aides to develop good working relationships with homemakers, trainer agents need time to get to know the aides with whom they work. During the initial training period, you are presenting material and you are also

trying to establish a working relationship with each aide. Effective communications can be vital to the success of the program.

These classes may be a new situation for many aides. They might need help in understanding why classes are necessary. They may wonder how much they will be asked to participate. You can discuss these matters with the aides and make them feel more comfortable in the classroom situation.

Discuss training plans with the aides. Tell them what they will be learning during the next few weeks. It is important that the aides feel that this is their training and their program, not just yours.

Adapt training classes to meet the needs of your group. Here are some ideas to keep in mind:

1. Simplify. Do not try to cover too much material in one lesson. Pick out the most important points and emphasize these.

2. Use colorful visuals and a dynamic presentation to help make the lesson more appealing.

3. Demonstrate ways of preparing foods. This method may be especially good for creating interest and stimulating discussion.

4. Tasting foods provides aides with ideas that they can pass along to other homemakers. Make sure the aides know how to prepare and serve donated foods if they are available.

5. Emphasize the good nutrition found in the food the aides are now eating. Point out how small changes can often result in a more balanced diet.

6. Stress foods rather than just nutrients.

7. Involve the aides in the training meetings in as many ways as possible.

Trainer agent's responsibility for aide training

These 15 lesson plans were written primarily to help trainer agents prepare new aides for work with families in

the Food and Nutrition Education Program. Aides must have a broad perspective on food and nutrition before they can begin to do their job. This is your responsibility.

Before the aides are trained and ready to go to work, trainer agents must develop working relationships with community agencies and organizations in relation to this program. Many low-income families have been in contact with agencies. These agencies and their field workers should know the Extension aide's function. If they believe that Extension aides can help families, they will be more apt to support the program and the aides. Community support is vital to the effectiveness of the Food and Nutrition Education Program.

Use this check list to make sure that you are ready to begin teaching:

___Meeting place with necessary facilities has been obtained.

___All the references you need to prepare the lessons have been assembled.

___Local public health service and library have been checked for additional references.

___All visual materials and equipment needed to teach the 15 lessons are on hand.

___All reference materials needed for the aides have been obtained.

___All lesson plans have been carefully studied so that you fully understand the overall content of the course.

___Sufficient time has been allowed to prepare each lesson.

Extend information

Much time and effort is involved in training aides. Make the most of the lessons you prepare by using this material in other ways. Use it to train volunteer leaders. Adapt it for use in newsletters or newspaper articles. A series of radio or TV programs based on the lessons could help to extend the ideas that aides are promoting to a larger audience.

Food recall information obtained from low-income families is used for reporting purposes. It should also be used to

identify the food practices of families you are reaching, to evaluate the progress of your program, and to strengthen your aide training program.

Recognize achievement

Aides and leaders who complete the basic training course should be recognized. This is an achievement. A certificate gives aides something they can take home and show the family. Graduation dinners or special meetings are also a good idea.

Recommended publications, visual materials

For trainer agents, aides and leaders

Publications and visual materials are listed with each lesson. Make sure that these supplies are on hand before you begin teaching.

USDA

Single copies or bulk quantities of these USDA pamphlets can usually be obtained through your State distribution officer. USDA slide sets may be purchased from the Photography Division, Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250.

		Agents	Aides & Leaders
G-153	Calories and Weight	X	
G-74	Food and Your Weight	X	
L-424	Food For Fitness	X	X
GS-1	Nutrition--Food at Work For You	X	X
G-72	Nutritive Value of Foods	X	
G-1	Family Fare	X	X
G-43	Money-Saving Main Dishes	X	X
G-118	Beef and Veal in Family Meals	X	X
G-124	Lamb in Family Meals	X	
G-160	Pork in Family Meals	X	X
G-112	Cheese in Family Meals	X	X
G-127	Milk in Family Meals	X	X
G-105	Vegetables in Family Meals	X	X
G-5	Food For The Family With Young Children	X	
G-150	Cereals and Pasta in Family Meals	X	X
G-125	Fruits in Family Meals	X	X
HERR37	Family Food Buying Guide	X	

		Agents	Aides & Leaders
	Visuals		
C-156	"How Food Affects You" slide set. 1969. 48 frames. $8.00.	X	
C-121	"Selecting & Buying Food For The Young Family" slide set. 1966. 36 frames. $8.00.	X	
	USDA		
	Order from Superintendent of Documents, Government Printing Office, Washington,D.C. 20402 at the prices indicated below.		
PA-681	Training Home Economics Program Assistants To Work With Low Income Families. 55¢	X	
PA-680	Handbook for Home Economics Program Assistants. (Free copies are available through your State publications distribution officer)		X
	Food For Young Families Series:		
PA-700	Guide for agent (15¢)	X	
	Six Leaflets:		
PA-691	Key Nutrients (5¢ each)	X	X
PA-692	Principles of Cookery (5¢ each)	X	X
PA-693	Feeding Young Children (5¢ each)	X	X
PA-694	Eat To Live Better (5¢ each)	X	X
PA-695	Meal Planning Made Easy (5¢ each)	X	X
PA-696	Selecting & Buying Food (5¢ each)	X	X
	(PA 691-696-S, Spanish leaflets, may be available from State distribution officer).		
	"How Food Affects You" flip chart (in booklet form). 1970. 32 pages. Color. 60¢	X	X
	Food For Thrifty Families (Packet B):		
	Complete kit of 29 publications... $1.50 per kit or $112.50 per 100 kits		X
	*Set of 21 illustrated flyers (C&MS 23-43) $1.00 per set or $75.00 per 100 sets		X
PA-743	Suggestions for Trainer Agent	X	

		Agents	Aides & Leaders
C&MS-23	*Daily Food Guide. 5-color poster 22" x 28" 15¢ per copy	X	
	Guides for Program Aides:		
PA-744	What Food Means to People. ($1.50 for 100 copies)		X
PA-745	Breads and Cereals. ($1.25 for 100 copies)		X
PA-746	Milk. ($1.25 for 100 copies)		X
PA-747	Four Food Groups In Meals. ($1.25 for 100 copies)		X
PA-748	Meat Group. ($1.50 for 100 copies)		X
PA-749	Fruits and Vegetables. ($1.50 for 100 copies)		X
C&MS-23	*Daily Food Guide, Leaflet size. 35¢ for 10 copies		X
C&MS-24 to 43, 59, 60, 74	*Thrifty Family Leaflets. C&MS-26: $3.00 for 100 copies all others: $1.00 for 100 copies		X

*Special Note: Free illustrated C&MS flyers and the Daily Food Guide poster are available singly and in bulk quantities for educational programs relating to the U.S. Department of Agriculture's Food Stamp Program and Family Food Donation Program. Address your request to:
Food and Nutrition Service
U.S. Department of Agriculture
Washington, D.C. 20250.

NATIONAL LIVE STOCK AND MEAT BOARD

Publications and visual materials should be ordered from The National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Ill. 60603.

	Lessons On Meat, National Live Stock & Meat Board. $1.00		X

		Agents	Aides & Leaders
	Meat Identification Charts. Notebook size (8 1/2 x 11"). 1¢. Wall-size (25x 33"). 20¢.	X	
	"Beef...From Store To Table" filmstrip $2.00. 75 frames.	X	

NATIONAL DAIRY COUNCIL

If you live in a city where there is an affiliated Dairy Council Unit, requests for material should be directed to that office. If you are not served locally, send orders to National Dairy Council, 111 North Canal Street, Chicago, Ill. 60606.

B-26	A Source Book On Food Practices. 15¢.	X	
B-77	How Your Body Uses Food. 25¢.	X	X
B-60	Your Guide To Good Eating And How To Use It. 15¢.	X	
B-310	Feeding Little Folks. 15¢.	X	X
B-5	Food Before Six. 10¢.	X	
B-76	Guide to Good Eating (8 1/2" x11"). 4¢.		X
B-164	Guide to Good Eating (4x6"). 1¢. (In Spanish - B-164S)		X
	Visuals		
B-43-A	Comparison Cards for Adults. $2.50 per set.	X	X
B-12	Food Models. $3.00 per set.	X	
G-100	Display for Food Models. $1.50.	X	
F-9	"Feeding Your Young Children" filmstrip and guide. 60 frames. $2.00.	X	
F-6	"How Food Becomes You" filmstrip and guide. 56 frames. $2.00.	X	

	Agents	Aides & Leaders
HEW		
Copies of publications from the U.S. Department of Health, Education and Welfare may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. On orders of 100 or more copies of any one publication sent to one address, a 25 percent discount is given. Copies of some publications may be obtained free by writing to the Office of Child Development, Distribution Section, Room G-024, South Building, HEW, Washington, D.C. 20201.		
No. 30 Your Child From One to Six. 20¢		X
OTHERS		
How To Be A Better Shopper, Consumer Relations Dept., Sperry & Hutchinson Company, 3003 East Kemper Road, Cincinnati, Ohio 45241		X
It's On The Label, Home Economics Dept., National Canners Association, 1133 20th St., N.W., Washington, D.C. 20036.	X	
New Treasury of Yeast Baking, Fleischmann's Educational Services, Box 2695, Grand Central Station, New York, N.Y. 10017.	X	
"Vegetable Treasure" filmstrip kit. Includes filmstrip, narration guide, worksheets for students, and two wall charts. $2.50. Order from Green Giant Company, Office Services Building, Le Sueur, Minn. 56058.	X	

	Agents	Aides & Leaders
Budget Saving Recipes, The Quaker Oats Company, Chicago, Ill. 60654.	X	X

Recommended references

For trainer agents

Each lesson includes a list of recommended reference books and publications for trainer agents to use in preparing the 15 lessons. The following is a listing of the references recommended for agents' use. These items have a star (*) beside them. Additional references are also suggested. Make sure you have the references you need to do a good job.

Nutrition

*Food and Man, Lowenberg, M.E. and others, John Wiley and Sons, Inc., 605 3rd Ave., New York, N.Y. 10016. 1968. $7.95.

*Principles of Nutrition, Wilson, Eva D. and others, John Wiley and Sons, Inc., 605 3rd Ave., New York, N.Y. 10016. 1965. $8.50.

Eat to Live, Wheat Flour Institute, 14 E. Jackson Blvd., Chicago, Ill., 60604. 1969. $1.00.

Nutrition Science and You, Mickelsen, Olaf, National Education Association, Publication Sales Division, 1201 16th St., N.W. Washington, D.C. 20036. 1964. $0.50.

Nutrition in Action, Martin, E.A., Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N.Y. 10017. 1965. $7.95.

Fundamentals of Normal Nutrition, Robinson, Corinne H., Macmillan Co., 866 3rd Ave., New York, N.Y. 10022. 1968. $7.95.

Introduction to Nutrition, Fleck, Henrietta and Munves, Elizabeth, Macmillan Co., 866 3rd Ave., New York, N.Y. 10022. 1962. $7.50.

Food Becomes You, Leverton, Ruth, Dolphin Books, Doubleday Co., Inc., 501 Franklin Ave., Garden City, N.J. 11530. 1961. $0.95. Hardcover edition: Iowa State Press, Ames, Iowa 50012. 1965. $4.95.

Nutrition Teaching

*Learning Better Nutrition: A Second Study of Approaches and Techniques, Ritchie, Jean A.S., FAO, Unipub, Inc., P.O. Box 433, New York, N.Y. 10016. 1967. $4.00.

Nutrition in Action. Martin, E.A., Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N.Y. 10017. 1965. Teacher's Guide. $6.50.

Teaching Nutrition, Eppright, E. and others, Iowa State Press, Ames, Iowa 50012. 1963. $4.95.

Nutrition Handbook for Family Food Counseling, National Dairy Council, 111 North Canal St., Chicago, Ill. 60606. 30¢.

Feeding Young Children

*Feeding Your Baby and Child, Spock, Benjamin and Lowenberg, Miriam, Pocketbooks, Inc. 1967. 75¢. Order from Simon and Schuster Publishers, 110 39th St., New York, N.Y. 10018.

Office of Child Development, U.S. Department of Health, Education and Welfare publications. Obtain free from State or County public health department OR Office of Child Development, Distribution Section, Rm. G-024, South Building, HEW, Washington, D.C. 20201.

Purchase from Superintendent of Documents, U.S.Government Printing Office, Washington, D.C. 20402.

Food Your Children Need (#14). (10¢).
Prenatal Care (#4). (20¢).
When Your Baby Is On The Way (#391). (15¢).
Mientras Su Bebe esta en Camino (#391). (15¢).
Infant Care (#8). (20¢).
Your Baby's First Year (#400). (15¢).
El Primo Ano de Vida de Su Bebe (#400). (15¢).
Your Child From 1 to 3 (#413). (20¢).
Su Hijo de 1 A 3 (#413). (20¢).
Your Child from 3 to 4 (#446). (25¢).
Your Child from 1 to 6 (#30). (20¢).
Your Child from 6 to 12 (#324). (25¢).

Food Preparation

*Handbook of Food Preparation, American Home Economics Association, 1600 Twentieth St., N.W. Washington, D.C. 20009. Rev. 1964. $1.00.

USDA publications for the consumer. Examples: Poultry in Family Meals, G-110, and Eggs in Family Meals, G-103, USDA. Order through your State distribution officer.

Our Daily Bread, Educational Services, Fleischmann's, Box 2695, Grand Central Station, New York, N.Y. 10017.

Conserving the Nutritive Value in Foods, G-90; Storing Perishable Foods In The Home, G-78, USDA. Order from your State distribution officer.

Let's Cook Fish, Bureau of Commercial Fisheries, P.O. Box 128, College Park, Md. 20740. $0.60.

Experimental Study of Foods, Griswold, Ruth M., Houghton Mifflin Co., 2 Park St., Boston, Mass. 02107. 1962. $8.95.

Meal Planning

*Meal Management, Kinder, Faye, Macmillan Co., 866 3rd Ave., New York, N.Y. 10022. 1968. $7.95.

Eat A Good Breakfast To Start A Good Day, L-268, USDA. Crder from State publication distribution officer.

Meal Planning Guide, Pet Inc., 400 S. 4th Street, St. Louis, Missouri 63166.

Selecting and Buying Food

*Money Management - Your Food Dollar, Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Ill. 60601. Reprinted 1968. 25¢.

*Food, Yearbook of Agriculture, 1959. ($3.25) and Consumers All, Yearbook of Agriculture, 1965. ($2.75), and Food For Us All, Yearbook of Agriculture, 1969, ($3.50), USDA, Supt. of Documents, Government Printing Office, Washington, D.C. 20402.

How To Buy Series. One-page flyers describe use of USDA grades in buying food. Subjects include buying and storing information on poultry, nonfat dry milk, beef roasts, fresh vegetables, fresh fruits, cheese, eggs, and other foods.

Miscellaneous

*Composition of Foods, Agricultural Handbook No. 8, USDA, Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. $1.50.

Comparison Cards - Teenagers, National Dairy Council, 111 North Canal St., Chicago, Ill., 60606. $2.50 per set.

Visuals

"The Real You" filmstrip. 85 frames. (Nutrition for teenagers.) "The Power of Food" filmstrip. 75 frames. (Nutrition for elementary school age children.) In color. $2.00 each. National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Ill., 60603.

"Breakfast and The Bright Life" filmstrip. Cereal Institute, Inc., 135 South LaSalle St., Chicago, Ill. 60603.

"Your Food--Chance or Choice?" Color filmstrip. 106 frames. $5.00. National Dairy Council, 111 North Canal Street, Chicago, Ill. 60606.

"How Hamburger Turns Into You." Film. Rent or purchase from Hank Newenhouse, Inc., 1825 Willow Road, Northfield, Ill. 60093.

USDA slide sets--order from Photography Division, Office of Information, USDA, Washington, D.C. 20250.

"Food Value Stretchers", C-152. 50 frames. 1968. Color. $8.00.

"The Basic 4 Way to Good Meals", C-158. (No. 1 of a series. Subject-milk cookery) 50 frames. 1969. Color. $8.00

USDA Filmstrips--Order from Photo Lab Inc., 3825 Georgia Avenue, N.W., Washington, D.C. 20011.

"Food Value Stretchers", C-152. 50 frames. 1968. Color. $5.50.

"The Basic 4 Way to Good Meals", C-158. (No. 1 of a series. Subject-milk cookery.) 50 frames, 1969. Color. $5.50.

Lesson 1: FOOD MAKES THE DIFFERENCE

PURPOSE

Trainer agent to help aides:

1. Understand how food affects the way a person feels, looks, and acts.

2. Understand factors that affect the food a person eats.

3. Learn to write a 24-hour dietary recall.

PRESENTATION

. Discuss the meaning of food.

Write the word "food" on the board. Have each aide write down five words (adjectives or nouns) that describe food. Discuss the different meanings of food. Divide words into "negative" and "positive" connotations.

The fact that food means something different to each person is related to a difference in values.

. Discuss the social, psychological, and physiological aspects of food.

-- Food satisfies hunger and other needs.

-- An adequate diet helps us resist disease.

-- Food gives us energy and strength.

-- Food affects mental performance.

-- Food is a part of social functions.

-- Food is used to express feelings, relieve tension.

-- Food is sometimes used as a bribe.

-- Food is used to express creativity.

. Write twenty-four hour dietary recall.

Have each aide write down the foods she ate in the last 24-hour period, including all meals and snacks. Use standard dietary recall method (See Lesson 15).

(Trainer agent will later summarize 24-hour recall of aides as basis for understanding their food habits. This information should be compared with findings from a second 24-hour dietary recall at end of initial training.)

. Discuss how food affects the way a person grows, feels, looks, and acts. Show "How Food Affects You" slide set.

--Food affects growth, bones, teeth, muscles, nerves, blood, skin, and eyes.

--Nutrients are substances necessary for life. Food is made up of many nutrients.

--Nutrition is the food you eat and how your body uses it.

--Nutrition is not the only factor that influences health.

. Introduce "How Food Affects You" flipchart to aide.

APPLICATION OF LESSON BY AIDES

This lesson is an introduction to a series of background nutrition lessons set up primarily for the aide's information.

The lesson is designed to help aides understand the different attitudes towards food that they will encounter in their work.

The lesson introduces aides to the 24-hour dietary recall which they will be taking from homemakers.

REFEPENCES FOR TRAINER AGENT

1. Food, Yearbook of Agriculture, 1959, USDA, pp. 631-635.

2. A Source Book on Food Practices, National Dairy Council.

3. Principles of Nutrition, Wilson, Fisher, and Fugua, pp. 7-10.

4. Learning Better Nutrition, FAO, pp. 28-30.

5. Food and Man, Lowenberg et al, pp. 85-124.

VISUALS AND EQUIPMENT

"How Food Affects You", USDA slide set and flipchart,

Projector and screen.

Magazine pictures of children, teenagers, and adults, that show examples of the effects of good and bad nutrition, could be displayed to illustrate how food affects people.

REFERENCES FOR AIDES

Eat To Live Better, PA-694, USDA.

EVALUATION

Do aides understand 24-hour dietary recall? Compare this information with recall taken with Lesson 15.

IDEAS FOR SUPPLEMENTAL LESSONS

-- Cultural food patterns

-- Evaluating cultural food patterns

-- Superstitions about foods

-- Dietary recall

Lesson 2: DAILY FOOD GUIDE

PURPOSE

Trainer agent to help aides:

1. Understand Daily Food Guide and how to use it.
2. Learn that all persons need foods from the four groups but in varying amounts.
3. Learn to evaluate food intakes.

PRESENTATION

- Give a quiz to determine nutrition knowledge of the aides. (See quiz, pp. 22-24.)
- Discuss the fact that no one food contains all the nutrients we need--a variety of foods is necessary.
- Explain the Daily Food Guide, using a mounted Daily Food Guide, flannelboard and food models.
  - -- As each food group is discussed, have aides name foods in that group. Using the food models, place these on the flannelboard.
  - -- Rearrange foods on the flannelboard to show the number of servings of each food group required daily. Discuss serving sizes. Actual portions of food could be shown. For example, a "glass" of milk using various size cups.
  - -- Fats, salad dressings, etc., are "other" foods, not mentioned in the Daily Food Guide.
  - -- Hand out notebook-size Daily Food Guide. Stress that this is easy method to help people plan meals so that everything the body needs is included.

- Evaluate 24-hour dietary recall taken previously. Using Daily Food Guide, ask aides how they rated on the basis of:

  One serving from each food group.

  Recommended number of servings from each food group.

- Have available magazine pictures of various foods. Aides will group these into the four food groups. Place them on flannelboard and review each food group.

- Have aides role-play using the Daily Food Guide in a teaching situation.

- Review Eat To Live Better bulletin. Hand out Nutrition--Food at Work for You and briefly discuss.

APPLICATION OF LESSON BY AIDES

- Aides understand how to use the Daily Food Guide with homemakers.

- Aides may wish to make their own version of the Daily Food Guide using local foods. For example, a file folder can be divided into four parts. Magazine pictures of foods from the four food groups can then be placed in the appropriate sections for use in discussions with homemakers.

REFERENCES FOR TRAINER AGENT

1. Food for Fitness, L-424, USDA.
2. Your Guide to Good Eating and How to Use It, National Dairy Council.
3. Nutrition-Food at Work for You, GS-1, USDA.

VISUALS AND EQUIPMENT

Mounted poster-size Daily Food Guide (C&MS-23).

Flannel or magnetic board.

Food Models (National Dairy Council).

Pictures of food.

REFERENCES FOR AIDES

1. Daily Food Guide, C&MS-23, USDA.

2. Eat to Live Better, PA-694, USDA

3. Nutrition--Food at Work for You, GS-1, USDA.

EVALUATION

Observe aides using the Daily Food Guide in a teaching situation.

IDEAS FOR SUPPLEMENTAL LESSONS

Serving sizes

Food standards

Lesson 2

NUTRITION QUIZ

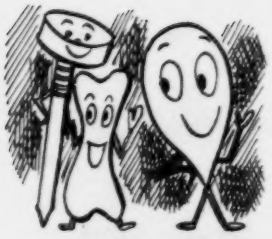
Some statements about nutrition are given below. Please show whether or not you think each statement is correct or false. Circle "T" for true and "F" for false. If you don't understand a statement, ask your Trainer Agent about it. If you are completely unsure of the answer, circle both "T" and "F".

		True or False
1.	Good eating habits are important to health.	T F
2.	In a family, including a father, mother, 16-year old son and an 18-year old daughter, the father should have the largest serving of meat.	T F
3.	Protein-rich foods, such as meat, milk and eggs, provide liberal amounts of several nutrients needed for the growth of small children.	T F
4.	It is better not to include orange juice and milk in the same meal because orange juice causes the milk to curdle in the stomach.	T F
5.	By the end of the first year, babies should have learned to use a variety of foods besides milk, as a milk diet may not allow for total growth and development.	T F
6.	School age children need vitamin pills to ensure good health.	T F
7.	The term "well-balanced" when applied to a day's diet means that all of the food groups in the daily plan are included in amounts recommended.	T F
8.	A serious vitamin deficiency may affect many parts of the body.	T' F
9.	When children have enough food to satisfy their appetites, their diets are certain to be nutritionally adequate.	T F

10.	A good nutritional practice is to eat a variety of foods each day.	T F
11.	Eggs can completely replace milk in the diet so far as nutrients are concerned.	T F
12.	Carbonated beverages are a desirable food for young children.	T F
13.	Skim milk contains the same amounts of body building minerals and protein as whole milk.	T F
14.	No reducing diet should contain bread or potatoes.	T F
15.	Most fat children and overweight adults have a glandular disturbance.	T F
16.	Milk is a food mainly for infants and growing children.	T F
17.	Apples are an excellent source of Vitamin C.	T F
18.	Foods that taste sour are generally not good for people.	T F
19.	Foods enriched with Vitamin D can help in the normal development of bones and the prevention of rickets.	T F
20.	All people should use a low-fat, low cholesterol diet to prevent heart disease and strokes.	T F
21.	If a person eats regular meals, he should be rated as having good food habits.	T F
22.	A "well-balanced" meal is one that is not too starchy or too fat.	T F
23.	The greater the percentage of polyunsaturated fats in a food, the greater the health-giving properties of that food.	T F
24.	The four groups of foods in the daily food guide are Dairy Foods, Meats, Citrus Fruits, and Cereals.	T F

25. Healthy, active, young children require some concentrated sweets in their diet each day for energy needs. T F

This material is based on a test developed by the Department of Food and Nutrition, Iowa State University, Ames, Iowa.



Lesson 3: KEY NUTRIENTS

PURPOSE

Trainer agent to help aides:

1. Define nutrients.
2. Understand the relationship of nutrients to health.
3. Become familiar with important food sources of the key nutrients.

PRESENTATION

- Explain the meaning of nutrients.
- Review the leaflet, Key Nutrients.
- Show flip chart and selected slides from "How Food Affects You" slide series.
- Give an over-all view of how nutrients relate to four food groups:
  - what does each nutrient do in the body?
  - what are good food sources of the nutrients?
  - what amounts of each food are needed to supply recommended nutrients?
- Have aides use food models or pictures to illustrate good food sources of each nutrient.

APPLICATION OF LESSON BY AIDES

Reproduce page 8, titled "What Good Foods Can Do For Us", from the leaflet Food for Families. Explain to aide how she can use this in teaching situations.

Show aides how they can relate nutrients to foods when they talk with homemakers.

REFERENCES FOR TRAINER AGENT

1. Food for Families, Suggestions for Trainer Agent, PA-743, USDA.

2. Nutrition--Food at Work for You, GS-1, USDA.

VISUALS AND EQUIPMENT

Flannel board, food models, and pictures.

"How Food Affects You" slide series and flip chart, USDA.

Slide projector and screen.

REFERENCES FOR AIDES

Key Nutrients, PA-691, USDA.

EVALUATION

Use pictures of nutrients from How Food Affects You flip chart and have aides match to food pictures.

IDEAS FOR SUPPLEMENTAL LESSONS

Protein, carbohydrates, fats and water

Calcium and iron

Vitamins

Lesson 4: FOODS CONTAIN DIFFERENT AMOUNTS OF NUTRIENTS

PURPOSE

Trainer agent to help aides:

1. Learn that many nutrients are necessary to meet needs of the body.

2. Understand that nutritive values are different for each food.

3. Realize that nutrients for body needs are easy to obtain when a variety of foods are eaten.

PRESENTATION

- Use Comparison Cards for Adults (National Dairy Council) to show the differences in nutrient value of various foods.

- Comparison cards show the percentage of the daily requirement for key nutrients that various foods provide. Have aides divide cards into the four food groups and select foods and combinations of foods that will meet 100 percent of the daily requirement for that nutrient.

- Using comparison cards, show sources of protein, Vitamins A and C, calcium, and iron. For example, note the protein in meat, milk, breads, and cereals. The following question may be used to involve aides in the discussion: "If I needed to get more Vitamin A and ascorbic acid in my diet, which vegetable would be the best choice—green beans, potato or sweet potato?"

- Discuss other references containing information on nutritive value of foods. For example - Nutritive Value of Foods.

APPLICATION OF LESSON BY AIDES

Aides understand how to use comparison cards in teaching situations to illustrate that foods contain different amounts of nutrients.

REFERENCES FOR TRAINER AGENT

1. Eat to Live Better, PA-694, USDA.
2. Nutritive Value of Foods, G-72, USDA.
3. Composition of Foods, Handbook No. 8, USDA.
4. Food For Us All, Yearbook of Agriculture, 1969, pp. 315-318, USDA.

VISUALS

Comparison Cards for Adults and Teaching Guide (National Dairy Council).

REFERENCE FOR AIDES

Comparison Cards for Adults (National Dairy Council).

EVALUATION

Observe aides' ability to solve the following problems:

1. Can cottage cheese take the place of milk? Can ice cream? What role do these foods play in menus?
2. If I want to serve eggs or cheese as an alternate for meat, how many eggs or how much cheese should I substitute for one serving of meat?
3. Why should an iron-rich food be included in the day's menu if cheese is used as a main dish?

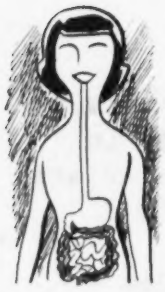
IDEAS FOR SUPPLEMENTAL LESSONS

Meat and meat substitutes as sources of protein.

Fruits and vegetables rich in vitamins and minerals.

Breads and cereals for energy foods.

Dairy foods supply calcium, protein, and riboflavin.



Lesson 5: HOW YOUR BODY USES FOOD

PURPOSE

Trainer agent to help aides:

1. Review and gain additional knowledge of how the body uses food for energy, growth, maintenance, and repair of body cells.

2. Understand that all foods can be classified as protein, carbohydrates, or fat.

PRESENTATION

. Show the first 40 frames of "How Food Becomes You" filmstrip.

. Review and summarize all lessons covered previously, placing emphasis on the relationship of food to a healthy body.

. List and discuss how the body uses:

- protein foods to build and repair the cells of the body.

- carbohydrate foods for energy to live, work and play. Compare number of calories used in various activities; such as sleeping, eating, walking, and others.

- fats for heat and energy.

- minerals for formation of bones, teeth and many other functions.

- vitamins for growth, to prevent disease, and to keep the body functioning properly.

- water to regulate body temperature and to carry nutrients to cells.

- Show that all foods may be classified as protein, carbohydrates, and fats and all supply energy in varying amounts. Vitamins, minerals, and water are found in combinations in these classes of food.

- Energy is expressed in terms of calories. Use Comparison Cards to show calories and nutrients in foods.

APPLICATION OF LESSON BY AIDES

This lesson is designed as background information for aides so that they can help homemakers understand the importance of eating a wide variety of foods.

REFERENCES FOR TRAINER AGENT

1. How Your Body Uses Food, National Dairy Council.

2. Food and Your Weight, G-74, USDA.

3. Calories and Weight, G-153, USDA.

VISUALS AND EQUIPMENT

"How Food Becomes You" filmstrip, National Dairy Council.

Comparison Cards For Adults, National Dairy Council.

Projector and screen.

REFERENCES FOR AIDES

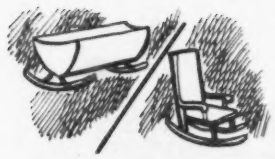
How Your Body Uses Food, National Dairy Council.

EVALUATION

Have aides respond orally to questions taken from main points covered in first five lessons.

IDEAS FOR SUPPLEMENTAL LESSONS

Digestion and absorption of food in the body.



Lesson 6: FOOD NEEDS THROUGHOUT LIFE

PURPOSE

Trainer agent to help aides:

1. Understand that throughout life the same nutrients are needed but differences in age, activity, size, and stages of growth affect the amounts needed.

2. Know the food needs of people at different stages in life.

3. Understand that individual food needs vary.

PRESENTATION

- Show pictures illustrating people in the different stages of life. Ask aides to tell what foods they believe adult men and women, pregnant women, children at various ages, and older folks need.

- Use Daily Food Guide and discuss changes in food required for different activities and stages of growth:

  -- Adult men and women
  Amounts of foods recommended by the Daily Food Guide plus added foods for energy needs.

  -- Pregnant women
  Amounts of foods recommended by the Daily Food Guide plus additional milk and selection of additional foods from the four food groups. Additional calories are needed only in the second half of pregnancy.

  -- Children
  The foods recommended in the Daily Food Guide but smaller servings. Additional foods from the four food groups if needed for energy.

  -- Teenagers
  The foods recommended in the Daily Food Guide plus additional milk and additional foods from the four food groups to meet energy needs.

-- Older folks

The foods recommended in the Daily Food Guide. Fewer additional calories because activity is less.

REFERENCES FOR TRAINER AGENT

1. Food For Us All, Yearbook of Agriculture, 1969, "A Food Guide for the Ages, From Baby to Gramps," pp. 294-303, USDA.

2. Daily Food Guide, C&MS-23, USDA.

VISUALS AND EQUIPMENT

Flannelboard and blackboard or newsprint.

Pictures of persons at various stages in life.

Descriptions of people at various stages in life, written on slips of paper.

REFERENCES FOR AIDES

Food For Fitness, L-424, USDA.

EVALUATION

Trainer agent provides slips of paper describing people of different ages, body sizes, and activities. Aides are asked to draw a slip and give the food needs of that person.

IDEAS FOR SUPPLEMENTAL LESSONS

Food Needs At Different Ages

the infant and preschool child
the school age child
the teenager
the pregnant and nursing woman
older folks
other special food problems

Lesson 7: FEEDING YOUNG CHILDREN

PURPOSE

Trainer agent to help aides:

1. Understand that most food habits are formed during childhood.

2. Understand the relation of nutrition to growth and development of the child.

3. Encourage parents to help children develop desirable food habits.

PRESENTATION

- Show "Feeding Your Young Children" filmstrip.

- Review important points on blackboard or sheet of newsprint.

  -- Importance of food for growth and development

     All nutrients are in food.
     No food contains all nutrients.

  -- Characteristics of a well-nourished child.

     Body build and growth rate.
     Hunger and appetite.
     Desirable weight.

  -- Developing good food habits.

     Experiences with the wide variety of foods.
     Providing favorable conditions.
     Positive attitude of parents.
     Coping with eating problems.

- Introduce Feeding Young Children bulletin. Discuss content. Also introduce and discuss Your Child From One to Six, Feeding Little Folks and Food Before Six.

- Acquaint aides with local resources that offer related services to children and parents. For example, school feeding programs, baby clinics, children and youth projects, crippled children's clinics, etc.

APPLICATION OF LESSON BY AIDES

Have aides share and discuss ways they see they could use this information in working with parents to help children develop desirable eating habits.

REFERENCES FOR TRAINER AGENT

1. Feeding Young Children, PA-693, USDA.

2. Folders available from local health department or Office of Child Development, U.S. Department of Health, Education and Welfare. For example: Your Child from One to Six - No. 30.

3. Feeding Little Folks and Food Before Six, National Dairy Council.

4. Feeding Your Baby and Child, Spock and Lowenberg, Chapter VI, "Setting the Stage for Children's Eating."

5. Food for the Family with Young Children, G-5, USDA.

VISUALS AND EQUIPMENT

"Feeding Your Young Children" filmstrip, National Dairy Council.

Listing of local resources.

Blackboard or newsprint.

Projector and screen.

REFERENCES FOR AIDES

1. Feeding Young Children, PA-693, USDA

2. Feeding Little Folks, National Dairy Council.

EVALUATION

Observe aides' attitude toward several of the following statements:

"Carrots will make you pretty." (False Reason)

"If you don't eat your egg, you can't have dessert." (Threat)

"A bite of food you like after the new foods helps." (Suggestion)

"You're getting along fine without any help." (Independence)

IDEAS FOR SUPPLEMENTAL LESSONS

Introducing new foods.
Kind and amount of food a child needs at different ages.
Coping with eating problems.

Lesson 8: PLAN MEALS TO MEET FAMILY FOOD NEEDS

PURPOSE

Trainer agent to help aides:

1. Obtain an overview of planning food for family meals and snacks.

2. Appreciate the value of advanced planning.

PRESENTATION

- Introduce lesson by placing food models for a day's meals and snacks on a flannelboard. These meals may or may not be adequate. Have aides separate foods into the four food groups. If the meals do not meet the recommendations of the Daily Food Guide, ask the aides to suggest foods to add so that the day's intake in each of the four food groups is complete.

- Discuss the importance of eating a variety of foods spaced throughout the day in meals and snacks. There are physiological benefits. For example: breakfast eaters have been shown to be more alert, steadier, and more productive in the late morning hours than breakfast skippers.

- Discuss different patterns of eating. There are different patterns of eating that help us distribute the nutrients we need throughout the day. These patterns are only a guide and can be adjusted to suit different family situations. An example can be illustrated with food models on flannelboard.

Breakfast:	Fruit or juice, bread or cereal, milk, beverage.
Lunch:	Main dish, vegetable or fruit, bread, milk (a good time for adults to get milk).
Dinner:	Main dish, two vegetables, bread, beverage, dessert (fruit makes a good dessert).

. Snacks should help us meet our daily needs for nutrients.

-- Show how food in the three meal a day pattern can also be used as snacks.

-- Show how teenagers can get adequate servings from the milk group in snacks.

-- Choose snacks from the Daily Food Guide. Compare the food value in empty calorie snacks (candy and carbonated drinks) and nutritious snacks (fruit, milk, fruit juices.) Use Comparison Cards.

. Introduce and discuss Meal Planning Made Easy leaflet.

. Discuss value of advanced planning for food for the family.

-- Can help save time and money.

-- Makes it easier to follow the Daily Food Guide.

-- Makes it easier to provide variety in family meals and snacks.

. Discuss points to consider when planning meals.

-- Suit planning to your situation.

-- Have tools available to help -- paper, pencils, Daily Food Guide, meal patterns.

-- Plan food for a day as a unit.

-- Consider age and activity of family members.

-- Plan for color, texture, shape, and flavor. This will add interest to meals. Illustrate with actual foods or pictures.

APPLICATION OF LESSON BY AIDES

Aides understand how to use information in teaching situations and in own family meal planning.

REFERENCES FOR TRAINER AGENT

1. Food, Yearbook of Agriculture, 1959, pp. 510-518, USDA.
2. Food For Us All, Yearbook of Agriculture, 1969, pp. 279-293, USDA.
3. Meal Management, Kinder, pp. 223-336.

VISUALS AND EQUIPMENT

Food models (National Dairy Council).

Flannelboard.

Pictures or actual foods to illustrate ways of getting variety in meals.

Comparison Cards for Adults (National Dairy Council).

Daily Food Guide poster, C&MS-23, USDA.

REFERENCES FOR AIDES

Meal Planning Made Easy, PA-695, USDA.

Guide To Good Eating, National Dairy Council.

EVALUATION

Have each aide plan meals for her family for one day using the Daily Food Guide and meal patterns which are best for her situation.

IDEAS FOR SUPPLEMENTAL LESSONS

It's what you eat - not how or when.

Snacks as a part of your day's food plan.

Meal planning for young children.

Meal planning when a baby's on the way.

Meal planning when there's a calorie counter in the family.

Meal planning when older folks are with you.

Lesson 9: GET MORE FOR THE FOOD DOLLAR

PURPOSE

Trainer agent to help aides:

1. Identify factors that influence food selection.
2. Learn the value of making shopping lists.
3. To learn how to keep simple food record costs and make use of this information.

PRESENTATION

. Discuss factors that influence food selection.

-- Money available.
-- Size, age, and activities of family members.
-- Storage and equipment.
-- Food likes and dislikes.
-- Season and locality.
-- Special diets.
-- Time for preparation.
-- Availability of stores in which to shop.

. Show "Selecting and Buying Food for the Young Family" slide series. As the slides are shown, look for some of these points.

-- Needs of different family members.
-- Steps in making a shopping list.
-- Ways to save money in shopping.
-- Ways to store food.
-- Family values.

. Discuss slide set.

-- What factors determine the food needs of different family members?

Sex
Activities
Age

-- What steps were suggested for making a shopping list?

Think through meals to be prepared.
Check what is on hand.
Plan around the four food groups.

-- What ways were suggested for saving time?

Consider convenience foods.
Plan ahead.
Shop when store is not crowded.

-- What ways were suggested for saving money? Add ideas you have used.

Check newspaper ads.
Separate food from nonfood items.
Avoid impulse buying.
Consider specials.
Check price per serving.
Consider convenience foods.

-- How was it suggested that foods should be stored?

Frozen foods and ice cream -- in freezer if possible.
Meat and poultry -- loosely wrapped and put in coldest part of refrigerator.
Sugar, flour, rice, dry milk -- use canisters, cans, or jars with tight fitting lids to keep foods dry and free from insects.

. Discuss food cost records.

-- Ask aides how much money they think they spend for food.
-- Ask aides how they know how much money they spend.
-- Discuss ways shoppers can know how much money they spend for food.

Keep shopping list and cash register receipts. (Deduct nonfood items)
Allotment of certain amount of income for food.
From total money spent for food, subtract 25 percent for nonfood items.

-- Discuss value of food cost record and how it can be used to get more for the food dollar.

. Introduce Family Fare bulletin. Discuss contents and use.

. Summarize lesson:

-- Selecting and buying food to nourish the family adequately for good health at a price she can afford is a big challenge for any homemaker. Keeping a record of money spent for food is a good starting point for studying food buying practices.

APPLICATION OF LESSON BY AIDES

Aide will use this knowledge in obtaining information for the Family Record - Part 2, and to help homemakers get more for their food dollar.

Improve food buying practices.

REFERENCES FOR TRAINER AGENT

1. Consumers All, Yearbook of Agriculture, 1965, pp. 416-423, USDA.

2. Family Fare, G-1, USDA.

3. Food for Us All, Yearbook of Agriculture, 1969, pp. 279-293, USDA.

4. Money Management - Your Food Dollar, Household Finance Corporation.

VISUALS AND EQUIPMENT

"Selecting and Buying Food for the Young Family" slide series, USDA.

Projector and screen.

Daily Food Guide poster, C&MS-23, USDA.

REFERENCES FOR AIDES

Selecting and Buying Food, PA-696, USDA.

EVALUATION

Aides keep a food cost record so that it can be analyzed and discussed at a later time.

IDEAS FOR SUPPLEMENTAL LESSONS

Buying and storage of food.
Buying meats.
Buying fruits and vegetables.
Buying dairy products.
Buying cereals.

Lesson 10: COMPARATIVE FOOD SHOPPING

PURPOSE

Trainer agent to help aides:

1. Become more aware of the way food items are grouped in different stores.

2. Learn how to read labels.

3. Compare cost, form, quality, and nutritive value of foods.

4. Become aware of special services provided by food stores.

PRESENTATION

Divide aides into groups of 2-4 to visit food stores. This can be done on the day before the meeting on Comparative Shopping, or it can precede the meeting. Assign these topics to groups. Ask them to compare cost per unit, cost per serving, form of food available and nutritive value.

-- Cereals - presweetened
cornflakes
highly fortified cereal
oatmeal - instant
old fashioned
quick.

-- Milk - fresh whole, 2% skim, non-fat dry, evaporated.

-- Cheese - mild, sharp, process, process cheese spread.

-- Eggs - size and grade.

-- Ground meat - ground beef
ground round
ground chuck.

-- Vegetables - fresh, frozen, canned green beans.

- Aides will report on their visits to food stores.

- Trainer agent will bring food advertisements to class for aides to study. Discuss the following:

  Are advertised foods really a bargain?
  Why are some foods advertised as being on special?
  What information is given about specials?
  Where can you find food advertisements?
  What differences or similarities are found among food advertisements?

- Compare quality and cost of food. Examine contents of three different cans of green beans. Compare taste, texture, color. Note broken pieces, amount of liquid, discoloration. Compare cost.

- Discuss and study labels:

  a. Required information
  b. Other information
  c. How to use information on label

- Have aides report on special services found in stores visited. Discuss how stores are arranged for convenience and promotional products.

APPLICATION OF LESSON BY AIDES

Aides use information to help homemakers become better food shoppers.

REFERENCES FOR TRAINER AGENT

1. Consumers All, Yearbook of Agriculture, 1965, pp. 416-440, USDA.

2. Handbook of Food Preparation, pp. 9-20, American Home Economics Association.

3. Family Food Buying Guide, Research Report 837, USDA.

4. It's on the Label, National Canners Association.

5. Food For Us All, Yearbook of Agriculture, 1969, pp. 45-50, USDA.

VISUALS AND EQUIPMENT

Cans of food, dishes for display.

Labels

Food advertisements

REFERENCES FOR AIDES

How to be a Better Shopper, Sperry and Hutchinson.

Family Fare, G-1, USDA.

EVALUATION

Ask aides to give two examples of good food buys they have made and tell why they were good buys.

IDEAS FOR SUPPLEMENTAL LESSONS

Buying selected food items.
Reading labels.
Tour of markets.
Selecting food for quality.

Lesson 11: PREPARATION OF MILK AND MILK PRODUCTS

PURPOSE

Trainer agent to help aides:

1. Appreciate the need for milk at all ages.
2. Learn principles of milk cookery.
3. Apply principles in preparation of milk and cheese dishes.

PRESENTATION

- Review the importance of milk.
  - -- Everyone needs milk.
  - -- Children under 9 years of age need 2 to 3 cups a day. Some children do not have the capacity to drink this much. Some of it can be used in cooked foods.
  - -- Teenagers need four or more cups a day.
  - -- Adults of all ages need at least two cups a day. Older folks need milk to supply calcium for bone strength and protein for tissue repair. Milk is easily digested by most people.
  - -- Pregnant women need three or more cups.
  - -- Nursing mothers need four or more cups a day.
- Display different forms of milk and some popular types of cheese. Discuss.

. Review the principles of milk cookery.

Use low heat in cooking because milk scorches easily. Milk can be heated satisfactorily over low direct heat or over boiling water. (Demonstrate)

Natural cheese should be heated at a low temperature to prevent it from getting stringy or tough. (Demonstrate) Processed cheese melts more easily and is less likely to get stringy when heated at high temperatures because an emulsifying agent has been added.

. Discuss storage:

-- Fresh dairy products are highly perishable. Keep them clean, cold, and tightly covered.

-- Refrigerate fresh milk, cream, and milk products as soon as possible after purchase. If milk stands in the sunlight, riboflavin is lost and the flavor changes.

-- The numbers of bacteria increase as milk ages or stands at room temperature. Milk which has been taken from the carton should not be returned to it.

-- Keep unopened cans of evaporated milk at room temperature or in a cool place. Once opened, refrigerate.

-- Store cheese covered in the refrigerator. Cheese mold is not harmful.

-- Store nonfat dry milk in tightly covered containers in a cool place. After dry milk is reconstituted, treat it as fresh milk.

. Demonstrate uses.

Dry milk can be used in two ways. It may be reconstituted and used as fresh fluid milk or it may be mixed with dry ingredients. Demonstrate both.

List some ways milk and milk products can be used for soup, main dishes, desserts, beverages, and snacks.

Divide aides into small groups and prepare low cost milk and cheese dishes. Plan a meal around these foods.

Demonstrate whipped toppings for desserts made with dry and evaporated milk.

APPLICATION OF LESSON BY AIDES

Aides encourage families to use more milk and milk products.

Aides apply principles of milk cookery in teaching situations.

REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 146-159, USDA.

2. Consumers All, Yearbook of Agriculture, 1965, pp. 437-440, USDA.

3. Milk in Family Meals, G-127, USDA.

4. Cheese in Family Meals, G-112, USDA.

VISUALS AND EQUIPMENT

Food and equipment for demonstration.

REFERENCES FOR AIDES

1. Milk in Family Meals, G-127, USDA.

2. Cheese in Family Meals, G-112, USDA.

EVALUATION

Have aides prepare a list of dishes made with milk or cheese that they could suggest to homemakers.

IDEAS FOR SUPPLEMENTAL LESSONS

Prepare other foods using milk and dairy products.
Discuss further uses of nonfat dry milk.
Prepare milk drinks.

Lesson 12: PREPARATION OF VEGETABLES AND FRUITS

PURPOSE

Trainer agent to help aides:

1. Review the importance of fruits and vegetables in family meals.

2. Understand and apply the principles of vegetable preparation.

PRESENTATION

. Show place of vegetables and fruits in Daily Food Guide.

-- All fruits and vegetables supply vitamins and minerals but in varying amounts. Use slides 19-29 from "How Food Affects You" slide series to illustrate.

-- Most dark green and deep yellow vegetables are inexpensive sources of Vitamin A. For example: greens, pumpkin, squash, sweet potatoes, and carrots. They are also sources of Vitamin C.

-- Many of them are low in calories. Raw vegetables are a low-calorie between-meal snack.

-- Dry peas and beans are high in protein. This is the reason they are placed in the meat group of the Daily Food Guide.

-- The Daily Food Guide recommends four or more servings of fruits and vegetables per day. Show serving size.

. Discuss principles of vegetable cookery.

-- Suggestions for preparation

. Wash vegetables before cooking

. Trim and pare thinly to avoid excessive loss of nutrients

. Some vegetables may be cooked in their skins.

-- Basic methods of cookery

. Boiling - To insure the best flavor, color, texture, and food value, cook only until tender. Vegetables cooked in skins retain most nutritive value. To shorten cooking time, cut, slice, dice, or coarsely shred vegetables. Cooking in small amounts of water conserves nutrients.

. Baking - Bake in a hot oven (400-450°) so vegetable cooks in a short time. Moderate oven may be used but longer cooking time is needed.

. Frying - Vegetables may be pan-fried in small amount of fat or cooked in deep fat. Using the correct temperature for frying prevents the absorption of large amounts of fat.

-- Demonstrate the three methods. Discuss the advantages and disadvantages in relation to cost, time, color, flavor, texture, and nutritive value.

-- Have aides list as many ways as possible to prepare several low-cost vegetables such as potatoes, leafy greens, and corn.

-- Show selected frames from "Vegetable Treasure" filmstrip.

APPLICATION OF LESSON BY AIDE

Aides encourage families to use more fruits and vegetables.

Aides apply principles of vegetable cookery in teaching homemakers.

REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 174-195, USDA.

2. Consumers All, Yearbook of Agriculture, 1965, pp. 454-456, USDA.

3. Vegetables in Family Meals, G-105, USDA.

4. Fruits in Family Meals, G-125, USDA.

VISUALS AND EQUIPMENT

Daily Food Guide poster, C&MS-23, USDA

"How Food Affects You" slide series, USDA.

"Vegetable Treasure" filmstrip, Green Giant Company. (Selected frames)

Projector and screen.

Food and equipment for vegetable preparation.

Comparison cards for adults, National Dairy Council.

REFERENCES FOR AIDES

1. Vegetables in Family Meals, G-105, USDA.

2. Fruits in Family Meals, G-125, USDA.

3. Principles of Cookery, PA-692, USDA.

4. Family Fare, G-1, USDA.

EVALUATION

Have aides try a new vegetable or cooking method and report to the group.

IDEAS FOR SUPPLEMENTAL LESSONS

Making salads with fruits and vegetables.
Preparing vegetable soup.
Cooking vegetables in tempting ways.
Using raw vegetables as snacks.

Lesson 13: PREPARATION OF MEATS

PURPOSE

Trainer agent to help aides:

1. Review the variety of foods included in the meat group.

2. Learn principles of meat cookery.

PRESENTATION

- Aides review the variety of foods included in the meat group: poultry, fish, eggs, dry beans and peas, peanut butter and meat. (Fat back, salt pork, and bacon are considered fats rather than meat.)

- Review the nutrients of foods included in the meat group.

- Identify the least costly sources of protein. Discuss extending food dollar by using eggs, cheese, milk, cereals, and vegetables.

- Discuss basic meat cooking methods.

  --Roasting
  --Broiling
  --Pan broiling
  --Pan frying
  --Braising
  --Cooking in liquid

- Review factors which affect the method selected: tenderness, size, thickness, amount of bone, desired flavor, available time and cooking facilities.

  Beef - Thick blocky cuts from the rib, loin, and sirloin usually are roasted. Choice grades chuck, round or rump can be oven-roasted. Lower grades make excellent pot roasts. Thin steaks usually are best pan broiled or pan fried; thick steaks are best broiled. Braising

or cooking in liquid are generally recommended for less tender cuts. Commercial meat tenderizers are best used with meats to be fried or broiled.

Pork - Selection of a cooking method for pork depends on the cut. Pork should be cooked medium or well done. Generally thick cuts are roasted, braised or simmered; thin cuts are pan broiled, pan fried, or braised.

Poultry - Age of the bird usually determines the method selected. Broilers and fryers are usually tender.

Variety meats (liver, kidneys, heart, tongue, and tripe). Type of cooking depends on how tender the particular meat is. These meats are usually cooked well done.

- Demonstrate several methods of cookery using low cost cuts of meat.
- Discuss storage - Fresh meat is highly perishable and must be refrigerated. Cooked meat should be covered, chilled and used as soon as possible.

APPLICATION OF LESSON BY AIDE

Aides use information in talks with and demonstrations for homemakers.

REFERENCES FOR TRAINER AGENT

1. Lessons on Meat, National Live Stock and Meat Board
2. Money Saving Main Dishes, G-43, USDA.
3. Beef and Veal in Family Meals, G-118, USDA.
4. Lamb in Family Meals, G-124, USDA.
5. Pork in Family Meals, G-160, USDA

VISUALS AND EQUIPMENT

Meat Identification Charts, National Live Stock and Meat Board.

"Beef...From Store to Table" filmstrip, National Live Stock and Meat Board.

Pictures of meat cuts.

Filmstrip projector and screen.

REFERENCES FOR AIDES

1. Beef and Veal in Family Meals, G-118, USDA.
2. Pork in Family Meals, G-160, USDA.
3. Money-Saving Main Dishes, G-43, USDA.

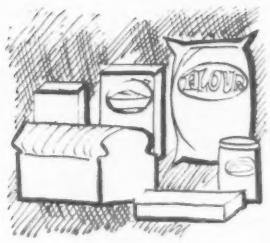
EVALUATION

Show filmstrip or pictures of meat cuts and ask aides to identify and suggest ways of cooking.

Encourage aides to check with homemakers to see if new meat cuts or methods of cookery have been used.

IDEAS FOR SUPPLEMENTAL LESSONS

Cooking variety meats.
Cooking beans, peas and lentils.
Use of peanut butter.
Meat-stretching ideas.



Lesson 14: PREPARATION OF BREADS AND CEREALS

PURPOSE

Trainer agent to help aides:

1. Review the foods in the bread and cereal group.
2. Learn some principles of bread and cereal cookery.
3. Know a variety of ways to prepare breads and cereals.

PRESENTATION

. Describe foods in the bread and cereal group. Illustrate using magazine pictures and flannelboard. Emphasize value of enriched and whole grain breads and cereals.

-- Breads can be divided into three general classes: unleavened, those leavened with yeast and those leavened with baking powder. Yeast breads are usually allowed to rise before they are baked whereas the carbon dioxide from doughs made from baking powder is released in the oven.

-- Cereals fall into three general classes: Those that are cooked and eaten hot, "instantized" cereals that only require the addition of boiling water, and those that are ready-to-eat as they come from the package.

. Explain some of the basic principles of bread preparation.

-- Yeast, a living plant, is easily injured by high temperatures. Liquids used to soften yeast must be at the required temperature.

-- Flour provides the proteins that develop into gluten to form the cells, crumb and framework of breads.

-- Gluten develops with kneading, producing cells which then contain the leavening gas. Not all yeast-leavened breads must be kneaded. In batters and soft doughs, beating or stirring develops the gluten.

-- During the rising period, carbon dioxide gas and alcohol are formed by the yeast cells. Elastic gluten strands trap this leavening gas, allowing the dough to double or triple its bulk. Time needed for rising depends on the temperature, the amount of yeast used, the richness of the dough and the kind of flour used.

-- Too hot an oven can cause the crust of breads to form too fast. This limits the expansion of the leavening gas and the volume of the baked product.

-- If oven temperature is too low, breads do not rise quickly enough to set the gluten structure before water evaporates. This limits volume and allows the leavening gas to escape too soon, sometimes causing the bread to fall.

. Explain some of the principles of starch cookery.

-- In making gravy and sauces, the starch mixture should be heated long enough for the starch grains to take up water and swell, causing the thickening process to take place.

Prolonged boiling may cause starch paste to become thin because some of the starch converts to simple sugars.

Separate starch grains before heating by mixing with cold liquid, creamed or melted fat or sugar, to avoid forming lumps of cooked starch.

- Explain some of the basic principles of cereal cookery.

  -- In cooking cereals, the most important nutrient loss is thiamine, which is subject to destruction by heat and is also soluble to water. Except for macaroni products, it is best to cook cereals and rice so that the water will be completely absorbed. Macaroni requires more water.

  -- Packaged cereals requiring cooking should not be washed. Washing once before cooking can cause a thiamine loss of 10 percent in brown and converted white rice and 25 percent in regular rice. Rinsing rice after cooking should also be discouraged.

- Demonstrate different ways to prepare and serve breads.

- Demonstrate a variety of ways to prepare and serve cooked cereals.

APPLICATION OF LESSON BY AIDE

Aides understand some basic principles of bread and cereal cookery.

Aides know a variety of ways to prepare breads and cereals.

Aides understand how to use this information in talks with homemakers.

REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 205-225, USDA.

2. New Treasury of Yeast Baking, Fleischmann's.

3. Cereals and Pasta in Family Meals, G-150, USDA.

VISUALS AND EQUIPMENT

Flannelboard

Magazine pictures

Food demonstration supplies

REFERENCES FOR AIDES

1. Enriched Rice, C&MS-30, Enriched Corn Grits, C&MS-31, Enriched Cornmeal, C&MS-32, Whole Grain or Enriched Breads and Cereals, C&MS-34, Donated Rolled Wheat, C&MS-35, USDA.

2. Budget Saving Recipes, Quaker Oats Company.

3. Cereals and Pasta in Family Meals, G-150, USDA.

EVALUATION

Ask aides to demonstrate how they will use this information in teaching situations.

IDEAS FOR SUPPLEMENTAL LESSONS

Baking breads with limited equipment.
Preparing cooked cereals for children.

Cost comparisons: baking homemade breads vs. buying breads for a family.

Cost comparisons: serving cooked cereals vs. ready-to-eat cereals.

Lesson 15: HOW TO TAKE A TWENTY-FOUR HOUR DIETARY RECALL

PURPOSE

Trainer agent to help aides:

1. Know the meaning of a 24-hour dietary recall.
2. Understand the purpose of the 24-hour dietary recall.
3. Learn the basic steps in taking 24-hour dietary recall.
4. Develop effective interview techniques which can result in accurate reports.

PRESENTATION

. Discuss the reasons why a 24-hour dietary recall is needed.

-- To identify individual food practices which will later contribute towards providing important information on group food practices.

-- To establish a benchmark for future teaching.

-- To measure progress with families.

Define the 24-hour dietary recall.

-- It is a record of the foods eaten by the person being interviewed during the previous 24 hours. This includes all meals, snacks and beverages and the recall begins with the meal eaten prior to the interview.

Stress need for obtaining first recall as soon as possible after family enters program--before much teaching has been done.

Emphasize need for establishing good communication with family before attempting recall.

Explain the basic steps required to get a 24-hour dietary recall.

-- Aide should ask homemaker to tell what she has eaten during the last 24 hours, starting with the meal before the interview. Answers should be written down in a note pad, not on an official form.

-- All meals, snacks and beverages eaten at home or elsewhere, are to be reported.

-- Example: An aide is getting recall information in the afternoon. She begins by asking, "What did you have to eat and drink at noon today?" Then she asks, "Did you have anything between breakfast and lunch?" Next she finds out what the homemaker ate for breakfast. Then, she asks, "Did you eat or drink anything between the time you ate supper last night and the time you went to bed?" Following this, she asks, "What did you eat and drink for supper last night?" And then she asks what the homemaker had between supper and lunchtime yesterday.

-- Questions such as, "What did you drink with your lunch?" or "What kind of sandwich or soup did you have?" help to provide a complete recall.

-- Questions that suggest answers, such as "Did you have a dark green or yellow vegetable today? should be avoided.

-- When taking the recall, aides should not show, by their expressions or comments, any approval or disapproval of the foods reported.

-- If, for religious or ethnic reasons, a family's food habits are different on holidays or at other times, the 24-hour dietary recall should not be taken at this time.

-- Some factors affecting accuracy of the recall.

Number of times a 24-hour dietary recall has been taken.

People eat differently at different times.

Different interviewers have different effects on people.

Aide's ability to write down what the homemaker tells her--not what she thinks the homemaker means.

Demonstrate and practice 24-hour dietary recall interviews.

-- Trainer agent and aide show other aides the basic technique.

-- Aides practice with each other. Trainer agent should evaluate records obtained.

APPLICATION OF LESSON BY AIDES

Aides understand how to get a 24-hour dietary recall from homemakers and how to apply this information to a teaching situation.

REFERENCES FOR TRAINER AGENT

1. Training Home Economics Program Assistants to Work with Low-Income Families, PA-681, USDA.

2. Instruction Guide For Family Record and Aides List of Families reports.

REFERENCE FOR AIDES

Handbook for Home Economics Program Assistants, PA-680, USDA.

Copy of Aides List of Families report (buff sheet).

Copy of Family Record - Part 2 (buff sheet).

EVALUATION

Trainer agent should compare aides' 24-hour dietary recall with recall information obtained during first lesson. Note changes; discuss with aides in group meeting or individual conferences.

Observe aides' ability to interview other aides. Set up additional practice sessions as needed.

Once the aides are working in the field and 24-hour dietary recall information is being brought in, try to answer questions as they arise. Review basic 24-hour dietary recall techniques with aides when necessary.

Acknowledgements

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